

# School-wide PBS

## Correction Systems

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## Rule Violation Response Continuum of Problem Behaviors

Behavior Type	Level			
	Staff	Multiple Staff members	Office	Office & Community
	Minor	Chronic "Uh-Oh"	Major ODR	Illegal
<b>Definition</b>	A problem behavior that has low intensity, short duration, <b>and</b> does not occur with regular frequency. <i>Staff responds by reteaching the appropriate behavior &amp; rule.</i>	Minor behaviors <i>repeated over time</i> that require staff attention due to significant intensity three times in one week. <i>Staff can respond with consequence.</i>	A problem behavior that has high intensity, <b>or</b> long in duration, <b>or</b> occurs with increasing frequency. Staff member are <b>not</b> able to respond to independently	Behaviors that are defined by the law to be illegal.
<b>Examples</b>	Defiance, talk outs, running in the hallway, revealing clothing, swearing	Inappropriate language, physical contact, lying, dress code, disruption	vandalism, harassment, fighting, theft	weapons, drugs/alcohol, other
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Remind student of the rule (The rule is...)</li> <li>2. Student Restates the rule (What can you do?)</li> <li>3. Praise, thank for following directions, &amp; Notify the student of plan to follow-up</li> <li>4. Praise student in follow-up</li> </ol>	<ol style="list-style-type: none"> <li>1. Fill out "Uh-oh" with student when student is ready</li> <li>2. Consequence is administered by Reporting person</li> <li>3. Refer to 4 steps on Minor behaviors</li> <li>4. Put in classroom teacher's box.</li> <li>5. Send home for Parent Signature</li> </ol>	<ol style="list-style-type: none"> <li>1. Fill out ODR form</li> <li>2. Get administrative support</li> <li>3. Administrator implements consequence</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure safety of students and staff then follow procedure of major behaviors</li> </ol>

## A Menu of Ideas for Responding to Misbehavior

<b>Staff Managed Behaviors</b>	
<u>Definition:</u> Failure to follow school or classroom rules and expectations	
<b>Behaviors</b>	<b>Responses/ Consequences</b>
<p><u>Level 1 – Minor</u></p> <ul style="list-style-type: none"> <li>• Talk outs</li> <li>• Off task</li> <li>• Failing to follow rules/directives</li> <li>• Interrupting instruction</li> <li>• Inappropriate voice level</li> <li>• Disruptive</li> <li>• Inappropriate language/comments</li> <li>• Put downs/ low level teasing</li> <li>• Hands/feet/objects on others</li> <li>• Note passing</li> <li>• Out of assigned area</li> <li>• Unsafe play/ inappropriate use of equipment</li> <li>• Late coming in from playground</li> <li>• Spitting</li> <li>• Running in halls</li> <li>• Not walking wheels on school grounds</li> <li>• Littering</li> </ul> <p><u>Level 2</u></p> <ul style="list-style-type: none"> <li>• Repeated Minor behavior</li> <li>• Unexcused tardy/ absence</li> <li>• Cheating</li> <li>• Defiance</li> <li>• Intimidation/threats</li> <li>• Inappropriate displays of affection</li> <li>• Electronic equipment at school</li> </ul>	<p><u>1st minor offense</u></p> <ul style="list-style-type: none"> <li>• Ask student which school rule was broken</li> <li>• Teach appropriate behavior</li> <li>• Remind, redirect, reinforce</li> <li>• Additional practice of the correct behavior</li> <li>• Closer monitoring/ proximity</li> <li>• Ignore/ acknowledge appropriate behavior</li> <li>• Use humor</li> <li>• Complete paperwork for minor behavior if necessary</li> <li>• Contact parent (as necessary)</li> </ul> <p><u>Repeated minor offense or Level 2 behavior</u></p> <ul style="list-style-type: none"> <li>• Re-teach appropriate behavior w/ student practice</li> <li>• Complete necessary paperwork</li> <li>• Mild Consequences (natural, logical consequences are optimal):               <ul style="list-style-type: none"> <li>– loss of a privilege (i.e. recess, computer time, etc.)</li> <li>– time out</li> <li>– write letter or a plan for change</li> <li>– clean up duty</li> <li>– contact parent</li> <li>– send to another classroom</li> <li>– stay after school to complete work missed</li> <li>– restitution</li> <li>– detention</li> <li>– referral to Rule School</li> <li>– Consult with student</li> <li>– Conference w/ student &amp; parent</li> </ul> </li> <li>• Consult w/ colleagues, behavior specialist in school</li> <li>• Develop a plan of support</li> </ul>

## **Office Managed Behaviors**

**Definition:** Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

<b>Behaviors</b>	<b>Responses/ Consequences</b>
<ul style="list-style-type: none"><li>• Danger to others with intent to hurt</li><li>• Weapons</li><li>• Fighting/ assault/ physical aggression</li><li>• Serious disruption</li><li>• Overt defiance</li><li>• Harrassment/Bullying</li><li>• Inappropriate touching</li><li>• Unsafe activities</li><li>• Theft</li><li>• Use/possession of alcohol or drugs</li><li>• Vandalism</li><li>• Chronic minor behavior</li></ul>	<ul style="list-style-type: none"><li>• Send student to office</li><li>• Complete office referral form</li><li>• Parent contact</li><li>• Notify law enforcement (as necessary)</li><li>• Consequencses<ul style="list-style-type: none"><li>– Detention</li><li>– Suspension</li><li>– Restitution</li><li>– Loss of privileges</li><li>– Parental escort at school</li></ul></li><li>• Formal behavior plan</li></ul>

## Middle School Office Referral Form

Name \_\_\_\_\_  
 Date \_\_\_\_\_ Time \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Grade 4 5 6 7 8  
 Referring Staff \_\_\_\_\_

**Location**

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom # _____ | <input type="checkbox"/> Library           |
| <input type="checkbox"/> Cafeteria         | <input type="checkbox"/> Bathroom          |
| <input type="checkbox"/> Breezeway         | <input type="checkbox"/> Arrival/Dismissal |
| <input type="checkbox"/> Playground        | <input type="checkbox"/> Computer Lab      |
| <input type="checkbox"/> Gymnasium         | <input type="checkbox"/> Other _____       |

Zero Tolerance Behavior
<b><u>Direct referral to office</u></b>
<input type="checkbox"/> Fighting/ physical aggression <input type="checkbox"/> Possession/Use of a Weapon <input type="checkbox"/> Possession/use drugs/alcohol <input type="checkbox"/> Vandalism <input type="checkbox"/> Extreme defiance <input type="checkbox"/> Verbally/physically threatening <input type="checkbox"/> Harassment <input type="checkbox"/> Other _____

Staff Managed Behavior
<input type="checkbox"/> Abusive <input type="checkbox"/> Language/Profanity <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Teasing/taunting <input type="checkbox"/> Tardy <input type="checkbox"/> Bullying <input type="checkbox"/> Physically unsafe <input type="checkbox"/> Other _____

Interventions Attempted
<input type="checkbox"/> 1. Warning <input type="checkbox"/> 2. Student/Teacher Conference <input type="checkbox"/> 3. Life Skill Sheet & Parent Conversation <input type="checkbox"/> 4. Detention <input type="checkbox"/> 5. Parent Conference <input type="checkbox"/> 6. Office Referral

Possible Motivation	Others involved:
<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/ activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid task or activities <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____	List student initials if known: <input type="checkbox"/> No one <input type="checkbox"/> Peers _____ <input type="checkbox"/> Staff _____ <input type="checkbox"/> Substitute _____ <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____

Administrative Decision (to be completed by administrator)
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact <input type="checkbox"/> Detention (____ hours/days) <input type="checkbox"/> In-school suspension (____ hours / days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____

Other comments:

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*All staff managed behaviors must have been addressed using the six interventions listed above before the becoming an office referral. Document all interventions tried.*

Parent Signature \_\_\_\_\_

Date sent to parent \_\_\_\_\_

## Uh-oh

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Time: \_\_\_\_\_

Other(s) involved: \_\_\_\_\_

### Issue of Concern

### Location

- Minor Problem Behaviors
- |  |  |  |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
| <input type="checkbox"/> disruption          | <input type="checkbox"/> cafeteria     | <input type="checkbox"/> passing area      |
| <input type="checkbox"/> property misuse     | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance      | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |

### Possible Motivation

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work     | <input type="checkbox"/> Avoid peer(s)  |
| <input type="checkbox"/> Attention from peer(s)  | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

### Consequences

- lose recess    parent contact    conference  
 follow up agreement    lose other privilege \_\_\_\_\_

## Uh-oh

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Time: \_\_\_\_\_

Other(s) involved: \_\_\_\_\_

### Issue of Concern

### Location

- Minor Problem Behaviors
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|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
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| <input type="checkbox"/> property misuse     | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance      | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |

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| <input type="checkbox"/> Attention from peer(s)  | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

### Consequences

- lose recess    parent contact    conference  
 follow up agreement    lose other privilege \_\_\_\_\_

## Uh-oh

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Time: \_\_\_\_\_

Other(s) involved: \_\_\_\_\_

### Issue of Concern

### Location

- Minor Problem Behaviors
- |  |  |  |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
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| <input type="checkbox"/> property misuse     | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance      | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |

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| <input type="checkbox"/> Attention from peer(s)  | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

What happened? \_\_\_\_\_

### Consequences

- lose recess    parent contact    conference  
 follow up agreement    lose other privilege \_\_\_\_\_

## Uh-oh

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Time: \_\_\_\_\_

Other(s) involved: \_\_\_\_\_

### Issue of Concern

### Location

- Minor Problem Behaviors
- |  |  |  |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom     | <input type="checkbox"/> playground        |
| <input type="checkbox"/> disruption          | <input type="checkbox"/> cafeteria     | <input type="checkbox"/> passing area      |
| <input type="checkbox"/> property misuse     | <input type="checkbox"/> bathroom      | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance      | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area   |

### Possible Motivation

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work     | <input type="checkbox"/> Avoid peer(s)  |
| <input type="checkbox"/> Attention from peer(s)  | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know              | <input type="checkbox"/> Other _____    |   |

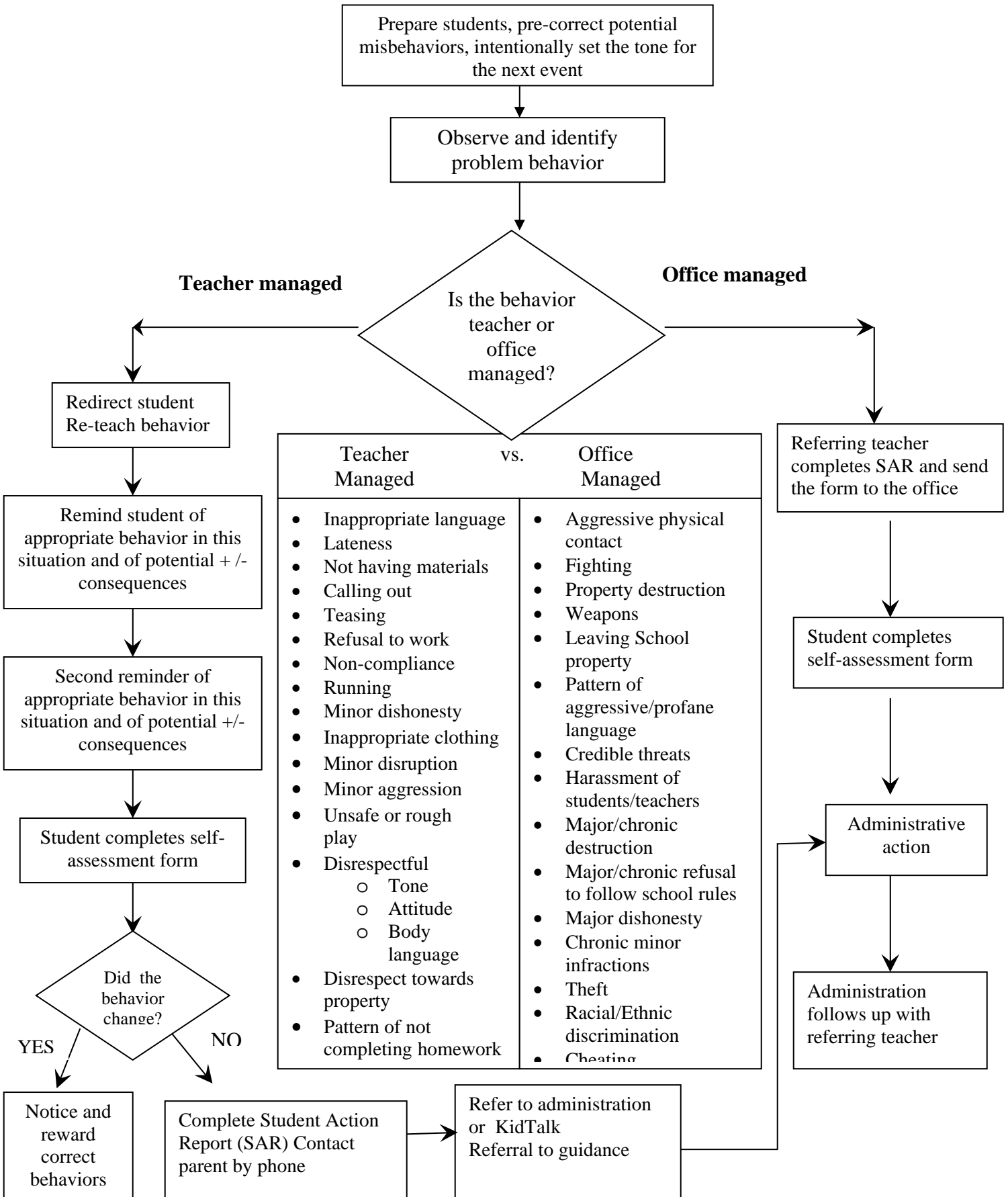
What happened? \_\_\_\_\_

### Consequences

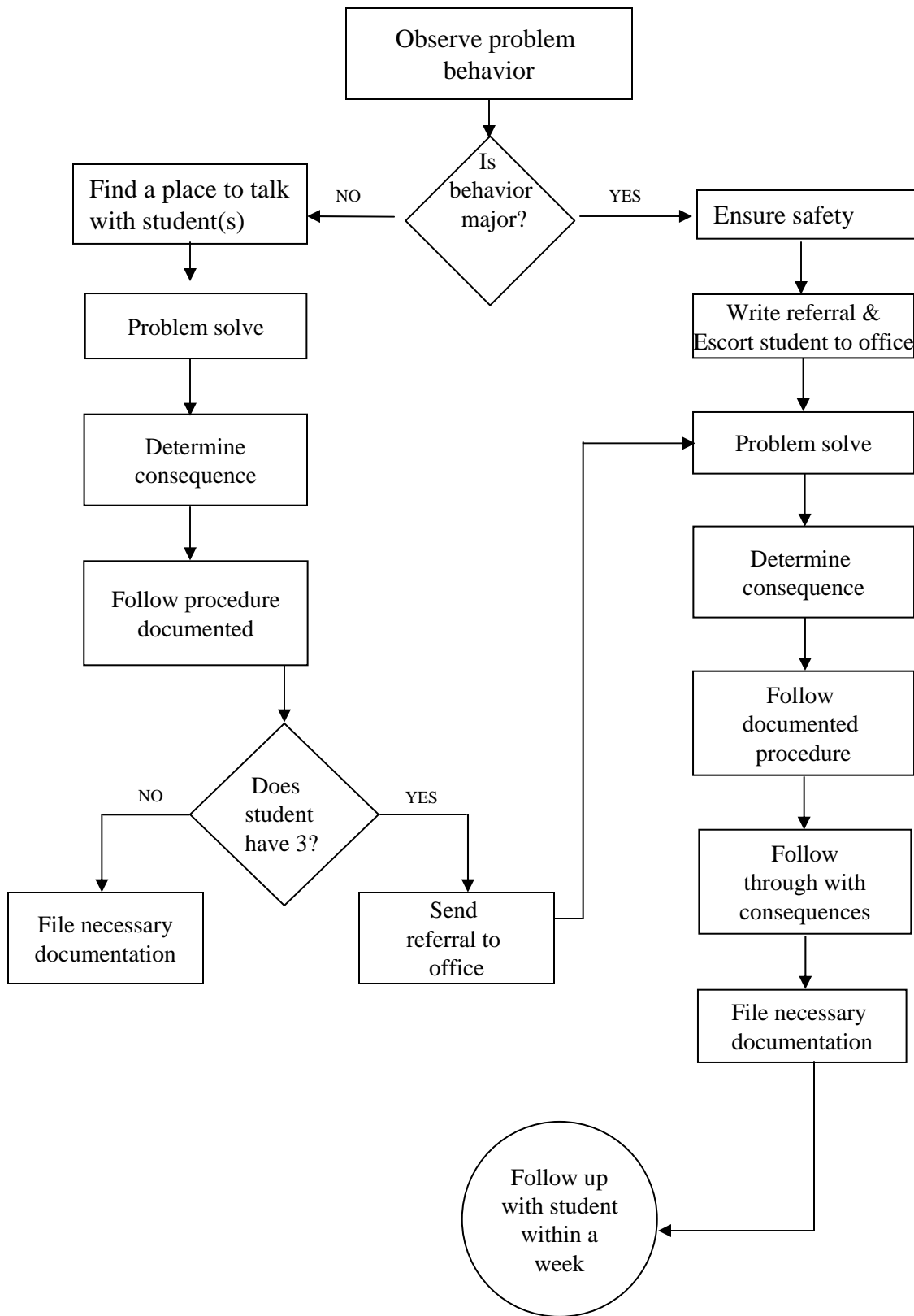
- lose recess    parent contact    conference  
 follow up agreement    lose other privilege \_\_\_\_\_

# STEVENS FOREST ELEMENTARY SCHOOL

## Student Behavior Management Process



# General Procedure for Dealing with Problem Behaviors





**Behavior Data Audit Tool**

Date	
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<b>District</b>							
<b>School</b>							
Total student enrollment							
Students w/IEP				Students w/IEP for ED			
	Percentage of Students with						
<b>DISCIPLINE -- All Students</b>	# of Events	# of Days	# of Students	0-1	2-5	6-9	10+
Office Disc. Ref. (ODRs)							
In-School Suspension							
Out-of-School Suspension							
<b>DISCIPLINE -- SPED Students</b>	# of Events	# of Days	# of Students	0-1	2-5	6-9	10+
Office Disc. Ref. (ODRs)							
In-School Suspension							
Out-of-School Suspension							
<b>DISCIPLINE -- By Ethnicity</b>	Enrollment %	% of ODRs	Risk Ratio of ODRs	% of Suspensions	Risk Ratio of Suspensions	Percentage of IEPs	Risk Ratio of IEPs
American Indian			#DIV/0!		#DIV/0!		#DIV/0!
Asian			#DIV/0!		#DIV/0!		#DIV/0!
African American			#DIV/0!		#DIV/0!		#DIV/0!
Hispanic/Latino			#DIV/0!		#DIV/0!		#DIV/0!
Pacific Islander			#DIV/0!		#DIV/0!		#DIV/0!
White			#DIV/0!		#DIV/0!		#DIV/0!
Other			#DIV/0!		#DIV/0!		#DIV/0!
<b>EDUCATION ENVIRONMENT</b>	Number of Students w/IEPs	Percentage of Students w/IEPs					
Service Code A-Inside Regular Class 80% or more of the day							
Service Code B-Inside Regular Class for not more that 79% of day and no less than 40% of the day							
Service Code C-Inside Regular Class less than 40% of the day							
Service Code D-Public or Private Separate Day School for greater than 50% of the school day							

## Classroom Strategies & Modifications for Responding to Problem Behavior

Below is a checklist of strategies to try with students exhibiting problem behavior before responding with punishment or a referral for support. Remember that whatever strategies you try you need to be consistent in implementing them over a period of time (a minimum of 3-5 days is suggested).

If you do refer a student for support, check the strategies below that you have used consistently with that student and bring this form to the meeting for that student.

Student \_\_\_\_\_ Date \_\_\_\_\_

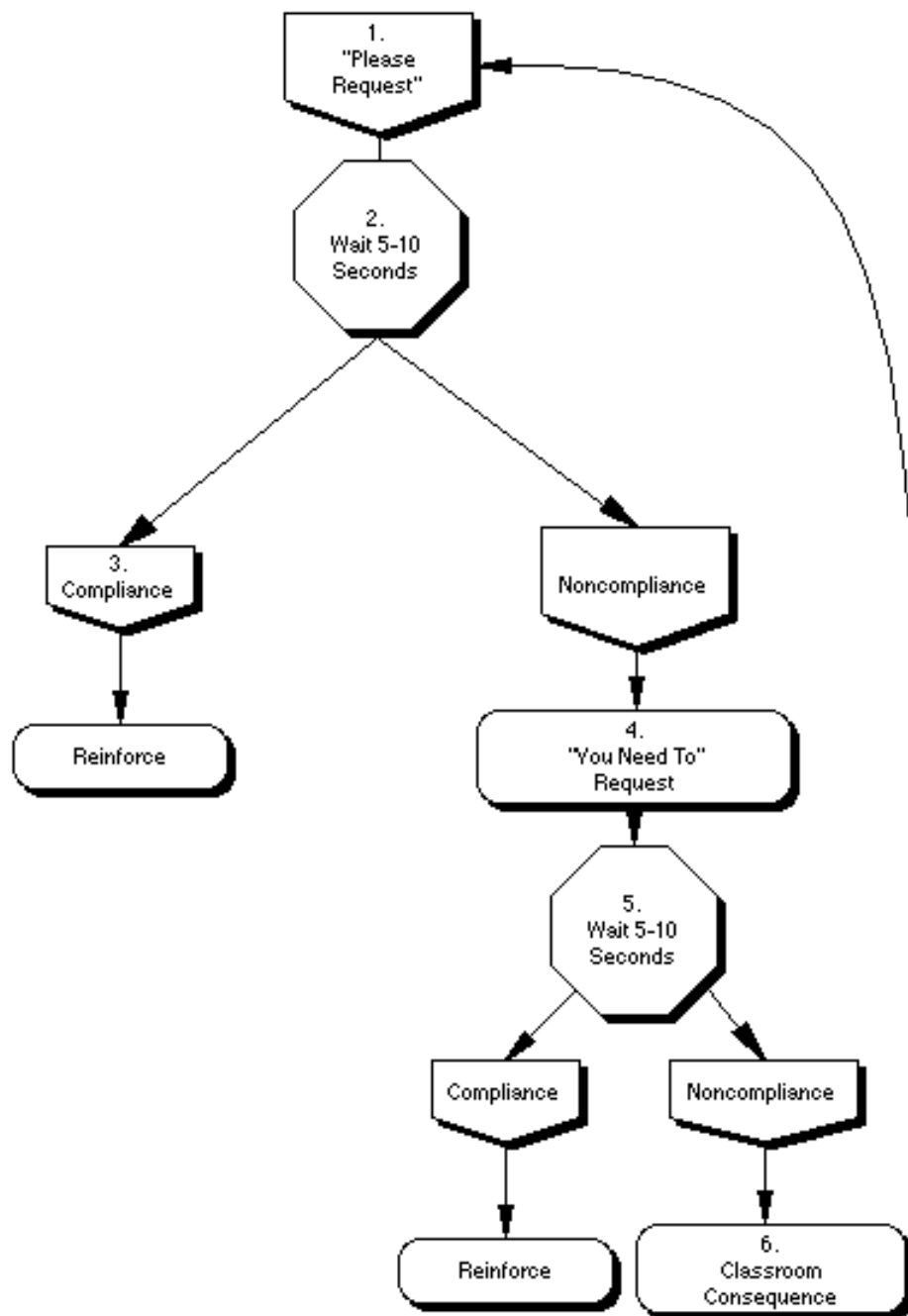
Staff \_\_\_\_\_

Modify Environment	Modify Presentation	Teaching Techniques
<input type="checkbox"/> teach/clarify rules <input type="checkbox"/> change seating <input type="checkbox"/> change groups <input type="checkbox"/> reduce distractions <input type="checkbox"/> special study area	<input type="checkbox"/> shorten <input type="checkbox"/> use work breaks <input type="checkbox"/> individual contracts <input type="checkbox"/> extended time <input type="checkbox"/> use of tape recorder <input type="checkbox"/> daily assignment sheet <input type="checkbox"/> assignment notebook/calendar <input type="checkbox"/> study buddy	<input type="checkbox"/> precorrect/ preteach <input type="checkbox"/> consistent rules & consequences <input type="checkbox"/> teach note-taking & study skills <input type="checkbox"/> provide extra practice <input type="checkbox"/> strategies instruction <input type="checkbox"/> repeat instructions, assignments <input type="checkbox"/> Increase instructional time <input type="checkbox"/> change pace of instruction <input type="checkbox"/> verbal praise <input type="checkbox"/> Incentive/point system <input type="checkbox"/> frequent feedback <input type="checkbox"/> eye contact <input type="checkbox"/> use of visual aids <input type="checkbox"/> tutor or aide one-on-one with student <input type="checkbox"/> small-group instruction <input type="checkbox"/> cross-age tutor
Curriculum/Materials	Request for Assistance	
<input type="checkbox"/> change instructional materials/ assignments to match skill level <input type="checkbox"/> high-interest reading materials <input type="checkbox"/> use of computer <input type="checkbox"/> calculator <input type="checkbox"/> books on tape, taped notes <input type="checkbox"/> learning games <input type="checkbox"/> alternate response	<input type="checkbox"/> conference with parents <input type="checkbox"/> refer to office/counselor <input type="checkbox"/> confer with other school staff <input type="checkbox"/> confer previous teacher <input type="checkbox"/> confer with school behavior specialist <input type="checkbox"/> progress reports sent home <input type="checkbox"/> referral to _____ _____	
Other Strategies		

# Nine Variables That Affect Compliance

1. **Using a Question Format-** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" is less effective than "I need you to stop teasing."
2. **Distance-** It is better to make a request from up close (I.e., 1 meter, or one desk distance) than from longer distances (I.e., 7 meters, across the classroom).
3. **Two Requests-**It is better to give the same request only twice than to give it several times (I.e., nag); Do not give many different requests rapidly (I.e., "Please give me your homework, please behave today, and do not tease the girl in front of you,")
4. **Loudness of Request-**It is better to make a request in a soft but firm voice than in a loud voice (I.e., yelling when making a request to get attention).
5. **Time-**Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.
6. **More Start Requests instead of Stop Requests-**It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment'). It is better to make fewer negative requests for a child to stop misbehavior (I.e., "Please stop arguing with me.").
7. **Non-emotional instead of Emotional Requests-**It is better to make a requests in a neutral, calm, non-emotional tone. Emotional responses (e.g., yelling, name calling, guilt inducing statements, and roughly handling a child) decrease compliance and frequently escalate behavior making the situation worse.
8. **Descriptive Requests-**Requests that are positive, clear and descriptive are better than ambiguous or global requests (I.e., "Please sit in your chair with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention.")
9. **Reinforce Compliance-**It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

### Sequence Of Steps For Giving Requests



#### **Steps in giving classroom commands or requests**

1. Make the request or command in a polite specific manner, not in the form of a question .
  2. Give the student enough time to comply with request or command.
  3. Important, praise student for complying with request.
- FOR NONCOMPLIANCE:
4. Repeat the request or command emphasizing the word "need" (Only two commands should be given).
  5. Allow approximately 5 seconds for student to comply.
  6. Follow through with the class consequence. (The classroom consequence should already be in place.)
  6. After the student has experienced the consequence immediately reissue the request or command.
  7. Praise if student complies with request, or repeat the sequence.

(Adapted from material presented in a workshop "Magic in a Classroom" by Dr. William R. Jensen)